Race to the Top Fund: District of Columbia Application

Phase II Application briefing

State Board of Education Monthly Meeting

May 19, 2010

Race to the Top Phase II Application

- Phase II applications due June 1

- Award now capped – maximum of $75 million available for DC

- States will receive payment over four years

- Minimum of 50% of state award must go to participating LEAs – the remaining amount can be used by the state directly or awarded to LEAs through grants

- Award announcements for Phase II to be made in late August – early September

Priority Reform Areas: Four Assurances

All applications must address the following assurances:

1.   Standards and Assessments
   - Developing and implementing common, high-quality standards and assessments
2.   Data Systems to Support Instruction
   - Fully implementing a statewide longitudinal data system
   - Accessing data and using it to improve instruction
3.   Great Teachers and Leaders
   - Evaluating teacher and principal effectiveness based on performance
   - Providing alternative pathways for aspiring teachers and principals
4.   Turning Around Struggling Schools
   - Intervening in the lowest-performing schools

Scoring for Phase I application

- DC's reviewer scoring by section breaks down as follows:

Section	Available	Tier 2 Score	Missed Points	% of total in Category	% of Total Missed points
A – State Success Factors	125	94.6	30.4	76%	31%
B – Standards & Assessments	70	67.8	2.2	97%	2%
C – Data Systems	47	23.4	23.6	50%	24%
D – Great Teachers and Leaders	138	111.8	26.2	81%	27%
E – Turning Around Struggling Schools	50	50	0	100%	0%
F – General Conditions	55	55	0	100%	0%
STEM	15	0	15	0%	15%
Total	500	402.6	97.4	81%	100%

Scoring for Phase I application

Strengths

- Boldness of the DC plan

- Strength of the charter movement and the fact that the plan considered the needs of charters

- Plan built on strengths, such as IMPACT and turnaround efforts

- Reviewers considered many plan elements (e.g. data coaches in schools and the professional learning communities of effectiveness) creative approaches.

Scoring for Phase I application

Weaknesses

- The top 5 areas in which DC lost points were as follows:

Sub-category	Total Possible Points	Total DC Points	Difference
C1—Statewide Longitudinal Data System	24	6	**18.0**
Competitive Priority: STEM	15	0	**15.0**
A1ii—Securing LEA Commitment	45	34.4	**10.6**
D2iv—Using evaluations to inform key decisions	28	19.8	**8.2**
A3ii—Improving Student Outcomes	25	17	**8.0**

Scoring for Phase I application

Weaknesses

- DC was often "dinged" multiple times for the same weakness
  - Examples included:
    - 1) reviewers citing the lack of union participation both in Section A and in the Great Teachers and Leaders section,
    - 2) reviewers citing the lack of SLED in Section C1, throughout Section C-Data Systems, as a weakness in driving towards goals in Section A, and as a weakness in enabling the tracking needed for Great Teachers and Leaders,
    - 3) reviewers citing lack of LEA participation in the MOU both in Section A and in Great Teachers and Leaders.
- Unique nature of charters not clear to some reviewers
- Some plans lacked specificity and/or did not reflect a statewide strategy
- The decision to not make all MOU elements mandatory cost some points, as the optional elements of the MOU had virtually no LEA buy-in. DC will make all elements mandatory in the Phase II application.

Phase II application – overall approach

- Targeted revisions – most of the application was rated as very strong by the reviewers, so Phase II application strengthens areas that are weak

- Budget reduction – Taking budget from $112 million to $75 million will involve scaling back on some initiatives and potentially cutting others entirely
  - Goal will be to maintain strength of application and to maximize funding for LEAs

- STEM – STEM section completely rewritten to focus on creating statewide plan that is horizontally and vertically aligned and integrated across LEAs

STEM update

- DC Goals for STEM:
  - To prepare every student in DC to graduate high school with a college and career ready mastery of math, science, and technology so he or she can major in a STEM field in college if they choose
  - To increase the number of DC students who major in STEM fields in college or go on to STEM careers

- Revise District science standards to reflect research-based science pedagogy and inquiry-based skills; explore engineering standards adoption

- Partnering with Battelle
  - Develop DC STEM Learning Network and similar coordinating council
  - Develop STEM student pathways for K-12
  - Identify, map, and network area higher education and industry partners
  - Identify experiences students should have at each grade level

- Teachers and Leaders – focusing on both pipeline improvement and development of current teachers

- Leveraging other partners throughout

Phase II Budget – Benefits for Schools

Classroom Level	School Level	LEA-level
•Curriculum aligned to Common Core Standards •Use of interim assessments •Use of data, including individual student performance, to drive instruction •Effective teachers in every classroom •Coordinated STEM opportunities	•School-level data PD and capacity building •Use of data to drive schoolwide instruction •Evaluations based on student performance used to make personnel decisions •Collaborative PD and best-practice sharing – linking high-achieving schools to middle- and lower-achieving schools •Additional capacity and support for turnaround schools	•PD and communication with staff and parents around Common Core adoption •Development of instructional improvement systems •Human capital decisions driven by evaluations •Pipelines to bring in effective teachers, particularly in high-need subject areas •Implementation support from OSSE

LEA-level Budget Analysis

- Final figures not yet available, but approximately 56% of RTTT award would go directly to LEAs, with another 28% available through competitive grants.

- Median charter Direct-to-LEA award, based on Phase I participating, would be $66,688 in the first year and $222,293 over four years.

- Direct-to-LEA funding would pay for: interim assessments, Common Core PD, school-level data PD & capacity, evaluation systems, and PD systems.

- Low dollar amounts per LEA annually present challenge to smaller LEAs

- RTTT team is encouraging LEAs to form consortia to meet RTTT objectives – pool funds, other resources and collaborate around initiatives

Questions for the State Board of Education